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ABSTRACT

Through teaching, research and public service programs, the College of Urban Development (CUD) is working toward solving the social problems resulting from rapid and haphazard growth of American cities. The Center for Urban Affairs (CUS) provided the starting place. In April 1972 an instructional program was authorized: the CUA staff became the faculty and administration of CUD. In September 1973, CUD opened its doors to students for the first time. Three hundred fifty-one students enrolled in urban development and related courses. Outreach and public service activities of the college are designed to achieve the following primary objectives: (1) Combine theoretical classroom instruction with applied practical experience to effectively train individuals, identify and resolve urban problems. (2) Provide services to communities and agencies using the skills and resources of the CUD faculty, staff and students. Students played an active and important role during CUD's first year. Enthusiastic students participated in academic governance, curriculum development and other extracurricular activities. During the past year, CUD faculty members have engaged in a broad spectrum of research related to improving the quality of urban life and alleviating racial and ethnic prejudice.
(Author/JM)

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COLLEGE OF URBAN DEVELOPMENT

MICHIGAN STATE UNIVERSITY

EAST LANSING, MICHIGAN 48824

A REPORT OF PROGRAMS AND ACTIVITIES

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BUILDING A BEGINNING

Introduction

Through teaching, research and public service programs, the College of Urban Development is working toward solving the social problems resulting from rapid and haphazard growth of American cities. Inadequate transportation, over-crowded housing, air and water pollution, and unemployment are some of the problems the college is addressing. Its overall goal is to improve the quality of urban life to make the American city a healthy, satisfying place for people to live.

The Center for Urban Affairs (CUA) provided the starting place for the CUD program. Established in 1968, the center was primarily a research institution. Its staff, including sociologists, psychologists, political scientists, economists, a physician and an urban geographer, collected and distributed data about urban problems and developed experimental public service programs related to this information.

The success of the center's program prompted the university administration to carry the CUA mission one step further. In April 1972 an instructional program was authorized so that the information and expertise amassed by CUA personnel could be used to train students for careers and occupations as urban problem solvers. The CUA staff became the faculty and administration of CUD [See Appendix A for a complete list of CUD faculty members, their educational backgrounds and recent publications] and the following months were spent developing the academic program for the new college.

In September 1973, the College of Urban Development opened its doors to students for the first time, and three hundred fifty-one students enrolled in urban development courses. Of these students, 65 declared a major in CUD. By spring term, enrollment had increased to 1307 students, including 95 majors. The selection of college courses had grown from 11 during fall term to 17 during spring term. Both enrollment and the number of course offerings will continue to expand as more students become aware of the college's problem-solving multi-disciplinary focus.

TRAINING PROBLEM-SOLVERS

The CUD Academic Program

The urban affliction will respond only to the sound surgery and humane therapy of a dedicated generation.
-- Stuart L. Udall --

Because the range of urban concerns is broad and the effects of urban problems so far reaching, a comprehensive, multidisciplinary academic program emerged for the college. Student majors are required to take courses in urban development [See Appendix B for a complete list of CUD course offerings] and related courses in other university disciplines to give them a well-rounded perspective of urban social science.

Each major's program is built on a 12-credit required core sequence comprised of the following courses: Human Perspectives on Urbanization, Historical Roots of Racism and Ethnocentrism, and Minorities in American Cities. These courses are also available to non-majors in all parts of the university and in many cases may be substituted for University College courses in Social Science and other curricula where authorized.

Urban development majors are also required to complete from four to eight credits in research methods to give them the basic research skills essential for studying urban problems. In addition, majors are required to complete a 12-30 credit cognate concentration outside the college. These credits may come from one or several areas including agriculture and cooperative extension, communications, human and osteopathic medicine, social science, and arts and letters.

Faculty advisors and personnel in the Office of Student Affairs provide guidance and advice about courses relevant to students' individual interests. A bachelor's degree is offered by the college's two departments--the Department of Urban and Metropolitan Studies and the Department of Racial and Ethnic Studies.

THE DEPARTMENT OF URBAN AND METROPOLITAN STUDIES

This department trains students to address health, education and other problems facing American cities. Three specific program emphases are offered:

(1) The *Urban Health Science* curriculum provides the research training necessary for identifying the health problems of urban residents and measuring the effectiveness of health service delivery systems in urban areas.

(2) The *Urban Education Systems* curriculum focuses on problem areas--racism, sexism and social class discrimination--in urban education. Students learn to analyze policy and procedure and to recommend changes which could help alleviate some of the problems of urban school systems.

(3) The *Urban Community Development* curriculum provides students with a variety of skills and methodologies needed to address a wide range of urban problems. Emphasis is on the policy-making process rather than on specific solutions.

THE DEPARTMENT OF RACIAL AND ETHNIC STUDIES

Jointly administered by the College of Social Science and the College of Urban Development, this department trains students to solve problems of inequality resulting from racial and ethnic discrimination. Courses such as "The Development of American Indians as an Ethnic Minority" and "The Black Diaspora" attempt to give an understanding of the interrelated histories of racial and ethnic groups in the U.S., and their cultural and psychological problems.

The Racial and Ethnic Studies department offers two program emphases:

(1) The *Racial and Ethnic Studies* program focuses on creating understanding of racism and ethnocentrism as it is reflected in the daily lives of urban Americans.

(2) *Conflict Intervention and Change* emphasizes majority-minority group conflict and inter- and intra- minority group interaction. It teaches students to press for changes in those conditions which cause inter-group conflict.

FIELD EXPERIENCE

The field experience program was designed to provide the urban development student with practical experience in urban problem solving and the opportunity to develop skills in a particular area. Required of all majors, it includes a one-credit Pre-Field Experience Seminar

and a 12-24 credit internship. The field experience coordinator in the Center for Urban Affairs helps students plan their programs and advises them during their internships.

During the field experience, each student works with an agency or organization whose mission is related to his/her overall academic goal. Each student is required to keep a journal and write a technical paper after completing the work experience.

During 1973-74, one student was placed with the Consumer Services Project in Lansing, Michigan, to investigate local consumer buying clubs. Her study, which included an in-depth look at the United Consumers Club, revealed that buying clubs, while not illegal, frequently do not operate in the best interest of the consumer. Another student spent summer 1974 developing questionnaires for a study of crisis intervention centers in the metropolitan Lansing area. He will implement the study, during fall 1974, collecting and interpreting data and drawing conclusions about the effectiveness of the intervention centers.

Other CUD students worked with Diversified Development, Inc., in Lansing; U.S. Senator Edward Kennedy's Office in Washington, D.C.; the World Health Organization in Malaysia; the Genessee County Health Department in Michigan; and the Education and Community Renewal Project in the Bronx, New York.

The list of internship possibilities continues to grow and the following organization have asked about participating in the program:

(1) Ingham County Grants Office -- Mason, MI
(2) Regional Medical Programs -- Lansing, MI
(3) Martin Luther King, Jr. Center for Social Change -- Atlanta, GA
(4) The Massachusetts Intern Program -- Boston, MA
(5) Urban Corps -- Atlanta, GA; New York, NY; and Detroit, MI
(6) U.S. Conference of Mayors, Washington, D.C.

CUD OPPORTUNITIES FOR NON-MAJORS

The CUD experience can be beneficial to students entering fields not specifically related to urban development. As the American way of life becomes more urban, knowledge of urban problems, urban culture and urban people will be invaluable to those entering more traditional careers such as education, medicine, law or business.

This year CUD and the College of Education developed an option that allows education majors to combine teaching skills with a study of urban social and educational problems.

Students also may work out other double majors with CUD or choose urban development electives to supplement their programs. For example, one student has combined training in urban development with a degree in parks and recreation so that he can set up recreation programs for inner-city youth.

CAREERS IN URBAN DEVELOPMENT

As cities spread and urban living becomes more complex, there is an increasing need for people to staff urban agencies, programs and institutions. Therefore career opportunities for urban development graduates are promising.

A survey of American Urban Studies Programs conducted by the State University of New York at Buffalo showed the following:

(1) 39 percent of urban studies graduates were placed in government jobs, mostly at the municipal level.

(2) 31 percent have become involved in education programs, teaching or pursuing advanced degrees.

(3) 12 percent were placed in jobs in private industry.

(4) 9 percent are working in community organizations.

The College of Urban Development program is designed to give students the best possible career preparation. Field experience is important in this regard as employers believe job-related experiences improve the employability of graduating students.

Also, the CUD Student Affairs Office maintains a formal communication link with the MSU Placement Bureau to help CUD students stay informed about job trends and locate jobs upon graduation.

REACHING OUT TO SERVE

Public Service Activities

Service to mankind wherever mankind is, whether within scholastic walls or without those walls and in the world at large.

William Rainey Harper
-- Motto for the True University --

Outreach and public service activities of the college are designed to achieve the following primary objectives:

(1) Combine theoretical classroom instruction with applied practical experience to effectively train individuals, identify and resolve urban problems.

(2) Provide services to communities and agencies using the skills and resources of the CUD faculty, staff and students.

The following are illustrations of the 1973-74 outreach and public service activities:

STUDENT PROGRAMS

Consumer Service Program. The Consumer Service Program is concerned primarily with consumer protection, consumer education and pre-purchase information for consumers. Two students, participating in consumer education, developed three fifteen-minute television segments

for "Perspectives in Black," a public television series supported by the Center for Urban Affairs. Maxie Jackson, Director of the Center for Urban Affairs, served as a project advisor. These segments focused on tenant-landlord relations, door-to-door sales, and the use of small claims court. To develop the programs, the students investigated the problems and legal aspects associated with each issue, interviewing individuals about specific cases. The final products were aired on three consecutive "Perspectives" broadcasts on WKAR-TV.

A video tape of the three segments was developed for a Consumer Service Program Conference in June 1974. The segments also will be used by the Consumer Service Program staff in small group sessions throughout the area. The success of this student effort has prompted the Consumer Service Program director to investigate the feasibility of developing other segments that can be used on a statewide basis.

The Lansing City Planning Department and the Community Design Center. In cooperation with the MSU School of Urban Planning, the Lansing Community Design Center, and the Lansing City Planning Office, CUD students participated in three community service projects:

(1) An investigation of the Latch Key program support for Day Care Centers (The Latch Key program involves care for school children before or after school while their parents are at work.

(2) A study of the Community Design Center and its relationships with other governmental agencies.

(3) A study of the Westside Neighborhood Association regarding its purpose, how it began, how it operates and how it sustains itself.

Students attended meetings and became knowledgeable about the issues and problems facing these community service programs. After

evaluating each program, students suggested courses of action for improvement. Dr. Willis Martin of the School of Urban Planning and Mr. Pat Smith of the Community Design Center were advisors in this effort. In some instances, participating students enrolled in an urban planning course via independent study in urban and metropolitan studies.

Project Reach-Out. Project Reach-Out helps the ex-offender adjust to life in the greater Lansing community. Guided by Dr. George Logan and Mr. Bennie Jones, students from the College of Urban Development and other campus academic units visit inmates at correctional facilities in Jackson and Ionia, Michigan, and assist them in identifying jobs and home placements.

Students also have helped develop the Project Reach-Out art program. Art classes, accredited by the Lansing Public School System, are offered at the correctional facilities, and inmates who attend these classes may apply art credit toward their high school diploma. Also, artwork is distributed to various locations where the public may view and purchase it. Inmates receive 100 percent of the proceeds from artwork sold.

Urban Counseling Workshops. During summer term 1974, students working with the Urban Counseling Institute and the Community Mental Health Program conducted several volunteer counseling workshops to support and enhance existing public service programs in the Lansing area.

One workshop was designed to help students ages 8 to 13 understand how living and working conditions affect the way people think and act. The three major topics covered were parental relationships, dating relationships and community problems.

Other workshops dealt with job placements, career counseling, and education programs for juvenile offenders and wards of the court, and the problems of women ex-offenders.

FACULTY PROGRAMS

In addition to serving as advisors and consultants to student-administered out-reach programs, faculty members conducted a variety of public service activities.

Right-to-Read. The Center for Urban Affairs received a $30,000 grant from the U.S. Office of Education to provide technical assistance to 51 schools participating in a special "Right-to-Read" program. CUD faculty, graduate assistants and reading consultants visited participating schools to conduct summer conferences for school faculty and to help them improve their reading programs.

Human Services Workshop. Dr. George Logan conducted a summer credit workshop in Benton Harbor, Michigan, for Benton Harbor city officials and for department heads and students in the Institute for Professional and Para-Professional Studies of the Lake Michigan Community College. The workshop focused on the delivery system for human services in that city and ways to improve the system.

Minority Police Applicants. The Center for Urban Affairs, in cooperation with New Detroit, Inc., the recruitment division of the Detroit Police Department, and the Concerned Police Officers Wives Association set up a program to help increase the number of minority police applicants who complete the police department application, screening, and training process. Previously, many minority applicants

had been discouraged from completing the process by family and friends who felt the policeman's job was unrewarding and dangerous. This project enables the applicant's family to talk to wives of police officers and ask questions about the problems facing a police officer and his family. This communication reassures many wives, mothers and friends of potential officers, thus relieving some of the pressure on the applicants.

PARTICIPATING IN COLLEGE AFFAIRS

Student Activities

The best education provides the broadest possible realm of experience, enriching the intellect and enabling one to see beyond life's choices.

-- Anonymous --

Students played an active and important role during the College of Urban Development's first year. Enthusiastic students participated in academic governance, curriculum development and other extracurricular activities.

Governance. In Fall 1973, majors elected representatives to the various student and student-faculty committees, such as the MSU Academic Council, the CUD Advisory Council, the CUD Editorial Board, and the UMS and RES Curriculum Committees and Advisory Councils. Through these representatives, students contributed to the form and content of instruction and the overall development of the College of Urban Development.

Publications. CUD majors began a student newsletter, "The Urban Student," and published it through the Office of Student Affairs which supervises the student enrollment, orientation, advising, class scheduling

and general student activities. This letter keeps students up-to-date on college and university activities such as upcoming campus lectures, dates for orientation and registration besides providing a forum for short editorials and essays.

Also in 1974, the College Publications Unit published the first edition of *Urban Dimensions*, a journal of student research papers. Papers, written for CUD courses, were recommended for publication by faculty members. They were then screened by the CUD Editorial Board and five of the best papers were selected for publication:

(1) The Urban Transit Problem. It's Solution: Funding Reform; James Crabtree, Carolyn Smith, John Webb; UMS 485--The Effects of the Energy Crisis on the Cities.

(2) The Answer is Blowing in the Wind; Phyllis Keon, Sharon Horner, Patricia Vuchich; UMS 485--The Effects of the Energy Crisis on the Cities.

(3) Desegregation and Educational Achievement; William P. Segodnia, UMS 461--Educational Segregation, Desegregation, Busing.

(4) The Effects of the Energy Crisis on City Industry and Populace; Jeff Bouchard, Linda Kaye, Barbara Shacochis; UMS 485--The Effects of the Energy Crisis on the Cities.

(5) Tracking: It Exists, It's Unfair; Joy Strother; UMS 361--Education and the Urban Social Structure.

Lectures and Dialogue. This year the Dean's Office instituted the Urban Forum Lecture series to bring to campus outstanding speakers who are knowledgeable about urban problems and prospects. A special session of the forum was arranged for students to talk to and question the lecture guests.

Guest speakers during 1973-74 included Michigan Governor William Milliken; syndicated columnist Chuck Stone; Detroit Mayor Coleman Young; U.S. Congressman Andrew Young; and Harvard economist John Kenneth Galbraith.

FURTHERING KNOWLEDGE

Research

. . . But a teacher not engaged in research can hardly expect to guide students in research. A teacher not pushing out into new intellectual interests but simply going over and over a set of lessons and assignments will not awaken students intellectually.

-- Leonard Rice --

During the past year, College of Urban Development faculty members have engaged in a broad spectrum of research related to improving the quality of urban life and alleviating racial and ethnic injustice. Many of their studies were done in cooperation with government and urban agencies in an effort to upgrade public service programs. Other projects were implemented to pinpoint specific problem areas so solutions could be devised more readily. The following is an overview of College of Urban Development research projects and research directions:

Jury Bias Study. This survey of Shiawassee County, Michigan, residents was undertaken to determine whether a change of venue should be recommended in the trial of a non-resident black man charged with assaulting a white man in the county.

A research team, directed by John Schweitzer, interviewed a sample of "potential jurors" describing to them a situation similar to the alleged assault. Shiawassee County interviewees were asked to express their opinion about the degree of the assailant's guilt and the degree of punishment they would recommend for him. A control study was done in Lansing so that attitudes of "potential jurors" in that city and Shiawassee County could be compared.

The study data showed that there was a strong possibility that the defendant would not receive a fair trial, thus a change of venue was recommended.

Elementary School Climate Study. This study, directed by Wilbur Brookover, sought to identify elementary school social conditions, other than race and socio-economic status, which may explain the differences in achievement levels of elementary school children.

Data were obtained from 24 Michigan schools, including rural, predominantly white urban, and predominantly black urban schools. Fourth, fifth and sixth grade students, their teachers and principals were surveyed.

The following are some of the broad generalizations drawn from study data:

(1) Students in low-achieving schools express a greater sense of futility than students in high-achieving schools.

(2) Students have positive feelings about testing and school work evaluation in predominantly white and black urban schools but not in rural schools.

(3) Students' sense of futility differs significantly between predominantly white and predominantly black schools.

(4) Students in high-achieving white urban schools and in most high-achieving black urban schools are under less pressure from their teachers to achieve academically than students in low-achieving schools.

Knowing about the social climate of high and low achieving schools may give educators a clue to the sort of environment which helps students learn; thus, educators may be able to make elementary education in the U.S. more successful.

Detroit Public School System (DPSS) Research Committee. The DPSS multi-university research committee was formed to help improve educational quality in the Detroit Public School System. This committee assists the DPSS with research to enable the schools to better deal with educational problems.

Members of the DPSS committee include researchers from the University of Michigan and Michigan State, Wayne State, and Western Michigan universities. Lawrence Lezotte, College of Urban Development, and Douglas Dunham, College of Education, were appointed by MSU president Clifton Wharton to serve as MSU's representatives to the committee.

Recently, the committee conducted a pilot survey to learn what Detroiters saw as the impediments to improved pupil achievement in the city. Parents, students, principals, teachers, businessmen and other people who come in contact with the DPSS were questioned. In the coming year a more comprehensive survey of this type will be implemented to identify troublespots in the system that need immediate attention.

More generally, the research committee is working to develop a structural model which all human service institutions may employ to identify research needs and get research underway for improving their service capabilities. This model will enable institutions, such as schools, hospitals, police departments and government agencies, to evaluate current performance and pinpoint ways in which they may improve their services.

Voting Pattern Study. In recent years school board members in many U.S. cities have faced recall due to popular opposition to their pro-busing, pro-desegregation stances. The Lansing, Michigan, school board

was one of these. During 1974, Lawrence Lezotte directed a study of Lansing voting patterns to determine if the racial issue was a factor peculiar to the recall election or if Lansing voters are influenced along racial lines when voting on other issues.

Election results were noted by precinct for every issue in school board, city, state, and national elections from 1969 to 1974. These results were compared with those of the recall election to determine whether any voting trends existed. Data showed that the racial issue ran through all the elections. Precincts which voted heavily for the recall, for example, also voted heavily for George Wallace and against Richard Austin. This study indicates that in Lansing, election results may be predicted fairly accurately when race is a factor in the issue at hand.

Peer Group Control Facilities. Louis Tornatzky assisted the Detroit Department of Corrections in establishing a community correctional facility in Detroit. This live-in facility for first-time felons was operated on the principle of peer group control. Residents were responsible for making and implementing policy decisions while professional staff members acted in an advisory capacity.

A second similar facility, the Transitional Living House in Lansing, was established to assist former mental hospital inmates in making the adjustment from life within mental hospitals to life in the mainflow of society. This facility was developed in cooperation with the Department of Mental Health.

Latino and American Indian Senior Citizen Study. In cooperation with the State of Michigan Office of Services to the Aging, Luis Gonzales and William Cross surveyed Latino and American Indian senior citizens in Oceana County and Lansing, Michigan.

The survey was designed to discover how many of these citizens were aware of the public services available to them and how many actually used these services. The resulting data showed that among the sample population there was considerable confusion about available services and facilities and a suspicion of public agencies.

The survey indicated that communication via the media was one way by which public service agencies might clear up misconceptions about their programs. Another effective way is stimulating informal communication among community members.

Other Research. Among other college research were studies on urban renewal, the housing plight of Chicanos, black migration patterns between the urban and rural South, and cluster schools in Lansing.

THE FUTURE

Growth and Development

The future is purchased by the present.
-- Samuel Johnson --

The College of Urban Development faces an urban society that is constantly growing and changing. As problems are solved and new ones emerge, the college must strive to meet new challenges. We hope to build upon the foundations laid this year, developing and expanding our teaching, outreach and research programs to meet the needs of people.

CUD faculty members are continually developing teaching strategies aimed at making instruction in urban development meaningful and effective. In September 1974, the entire college faculty participated in a two-day retreat. Faculty members intensively studied model teaching techniques and formulated ways to improve current college instruction. One of the major concerns during the coming year will be integrating the classroom and in-service training to provide the best possible background experience for students entering careers in urban problem-solving.

In addition to constant strengthening of the urban development undergraduate program, the college hopes to develop a multidisciplinary graduate program. Students working toward a graduate level degree would draw upon expertise within the College of Urban Development and from other college and departments within the university.

To provide a strong foundation for a graduate program, the college will continue to strengthen its research base, making research options available to the faculty and to graduate students. Future plans for the college include the possible creation of an Urban Research and Evaluation Center to coordinate college research activities and investigate new research opportunities.

We expect the college's programs to grow and to change in the future to meet the changing needs of our cities and to improve the quality of life for the growing number of people who live there.

Robert L. Green
Dean

Appendix A

FACULTY

College of Urban Development

DEAN

Robert L. Green--Ph.D., Educational Psychology, 1963, MSU; M.A. School Psychology, 1960, San Francisco State College; B.A., Psychology, 1958, San Francisco State College.

1. "Northern School Desegregation: Educational, Legal and Political Issues," *Uses of Sociology of Education*, The 73rd Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, 1974), pp. 213-273.

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Maxie C. Jackson--Ph.D., Administration and Higher Education, 1972, MSU; M.A., Rehabilitation Counseling, 1969, MSU; B.A., History, 1966, MSU.

1. "Community Service: An Adjustment Motif for Minority Students," *Journal of Non-White Concerns in Personnel and Guidance*, vol. 2, no. 2, January 1974, 94-97, with Diane DePuydt.

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FIELD EXPERIENCE COORDINATOR, CENTER FOR URBAN AFFAIRS
Diane DePuydt--M.S., Urban Community Development, MSU, 1974; B.A., Urban Public Policy, 1971, MSU.

1. "Community Service Adjustment Motif for Minority Students," *Journal of Non-White Concerns in Personnel and Guidance*, vol. 2, no. 2, January 1974, 94-97, with Maxie Jackson.

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CHAIRPERSON
Lawrence W. Lezotte--Ph.D., Educational Psychology, 1969, MSU; M.A., Experimental Psychology, 1965, Western Michigan University; B.S., History, Psychology, and Education, 1963, Western Michigan University.

1. "Research and the Urban School: Implications for Educational Improvement," *Second Handbook of Research on Teaching* (New York: Rand McNally, 1973), pp. 601-632, with R.L. Green, et al.

Cryil A. Akpom--M.P.H. (Master of Public Health), 1968, Harvard; D. Obs. R.C.O.G. (Diploma in Obstetrics of the Royal College of Obstetricians and Gynecologists), England, 1965; M.B.Ch.B., 1963.

Patricia W. Barnes-McConnell--Ph.D., Developmental Psychology, 1972, Ohio State University; M.A., Developmental Psychology, 1959, Ohio State University; A.B., General Psychology, 1956, Fisk University.

Wilbur B. Brookover--Ph.D., Social Psychology, 1943, University of Wisconsin; M.A., Sociology, 1939, University of Wisconsin; A.B., Sociology, Economics, History, 1933, Manchester College.

1. "Quality of Educational Attainment, Standardized Testing, Assessment and Accountability," *Uses of the Sociology of Education*, The 73rd Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, 1974), pp. 161-191, with Richard Gigliatti, Ronald Henderson, Bradley Niles, and Jeffrey Schneider.

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Joe T. Darden--Ph.D., Geography, 1972, University of Pittsburgh; M.A., Geography, 1972, University of Pittsburgh and University of Chicago; B.A., Geography, 1965, Jackson State College.

1. "Black Inequality and Conservative Strategy," *Readings in Sociology*, 5th ed., Wilbur B. Brookover, Edgar Schuler, Thomas Hoult and Duane L. Gibson, Eds. (New York: Thomas Y. Crowell Co., 1974), pp. 653-663.

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5. Review of Herbert G. Kariel and Patricia E. Kariel, "Exploration in Social Geography," in *The Social Studies*, vol. LXV, no. 2, February 1974, 88-89.

George W. Fairweather--Ph.D., Psychology, Sociology, 1953, University of Illinois; M.S., Psychology, Sociology, 1951, University of Illinois; B.S., Psychology, Economics, Statistics, 1949, Iowa State College.

1. "Innovation: A Necessary But Insufficient Condition for Change," *Innovation: Highlights of Evolving Mental Health Services*, American Institutes for Research, vol. 1, no. 1, Fall 1973, 25-27.

2. *Creating Change in Mental Health Organizations* (New York: Pergamon Press, 1974), with Louis G. Tornatzky.

Thomas S. Gunnings--Ph.D., Counseling Psychology, 1969, University of Oregon; M.A., Guidance and Psychology, 1965, Oregon State University; B.S., Education, 1959, Winston-Salem Teachers College.

Homer C. Hawkins--Ph.D., Social Science, 1971, MSU; M.S.W., Social Work, 1969, MSU; B.A., Sociology, 1964, Kent State University.

George W. Logan--Ph.D., Social Science, 1971, MSU; M.S.W., Social Work, 1968, MSU; B.A., Psychology, 1966, MSU.

Harry Pachon--Ph.D., Political Science, 1973, Claremont Graduate School; M.A., Political Science, 1968, California State University at Los Angeles; B.A., Political Science, 1967, California State University at Los Angeles.

1. "Ethnic Political Mobilization in a Mexican American Community: East Los Angeles 1965-1972," *Western Political Quarterly*, vol. XXVII, no. 3, Fall 1974, 500-519 with Biliana C.S. Ambrecht.

2. "A Perspective on Mexican American Politics," *Mexican Americans*, ed. Joan Moore (Englewood Cliffs: Prentice Hall, 1975) (In press).

L. Eudora Pettigrew--Ph.D., Educational Psychology, 1966, Southern Illinois University; M.A., Rehabilitation Counseling, 1964, Southern Illinois University; B.A., Music, 1950, West Virginia State College.

1. "Sex Discrimination in the Labor Market: A Perspective," *Sociological Focus*, vol. 7, no. 1, Winter, 1973-74, 71-86.

2. "An Analysis of Verbal and Non-Verbal Teaching Behaviors," *Journal of Experimental Education*, 1974, with Lynn Thomas Keith and Louis Tornatzky (In press).

3. "Why Can't You Teach Inner City Children," *Journal of Non-White Concerns for Personnel and Guidance*, vol. 2, no. 1, October 1973, 46-50, with Homer Hawkins and Janet Smith.

Daniel H. Saks--Ph.D., Economics, 1973, Princeton University; M.Sc., Economics, 1966, London School of Economics; B.A., Economics, 1965, Harvard College.

September 1973-August 1974, Post-Doctoral Research Fellowship, National Bureau of Economic Research, Cambridge, Massachusetts.

John H. Schweitzer--Ph.D., Educational Measurement, Statistics, and Research Design, 1971, MSU; M.A., Psychology, 1965, Fordham University; B.S., Psychology, Engineering, 1961, Rensselaer Polytechnic Institute.

1. *Minority Student Participation in the Graduate Programs at Michigan State University*, Fall 1973, Research Report, (East Lansing: MSU College of Urban Development) (In press).

Mitchell Stengel--Ph.D., Economics, 1970, Harvard; A.B., Economics, 1965, University of Michigan.

Thomas W. Tenbrunsel--Ph.D., Clinical Psychology, 1969, St. Louis University; M.S., Psychology, 1967, St. Louis University; B.A., Psychology, 1964, Bellarmine College.

Louis G. Tornatzky--Ph.D., Psychology, 1969, Stanford University; B.A., Psychology, 1964, Ohio State University.

1. *Creating Change in Mental Health Organizations* (New York: Pergamon Press, 1974), with G.W. Fairweather and D.H. Sanders.

2. "Experimental Social Innovation in Social Work," *Social Work and Public Social Services*, F. Perlmutter, Ed. (New York: Columbia University Press, 1974).

Department of Racial and Ethnic Studies

CHAIRPERSON

Jack M. Bain--Ph.D., Rhetoric and Public Address, 1953, University of Missouri; M.A., Speech and History, 1947, University of South Dakota; B.S., Education, 1943, University of South Dakota.

Charles E. Cleland--Ph.D., Anthropology, 1966, University of Michigan; M.A., Anthropology, 1964, University of Michigan; M.S., Zoology, 1960, University of Arkansas; B.A., Biology, 1958, Denison University.

1. "The Pi-wan-go-ning Prehistoric District at Norwood, Michigan," *Geology and the Environment* (Lansing: Michigan Basin Geological Society, 1973), pp. 85-87.

2. "The Prehistoric Settlement of Northwest Lower Michigan," *Geology and the Environment* (Lansing: Michigan Basin Geological Society, 1973), pp. 88-89.

3. "An Introduction to the Cultures and Histories of the Indians of the Great Lakes," *The Art of the Great Lakes Indians* (Flint, MI: Flint Institute of Art, 1973), pp. XI-XIV.

4. "Notes on a Dog Skull from Nanook Component 2," *Archaeology of the Lake Harbour District, Baffin Island,* by Moreau S. Maxwell, Archaeological Survey of Canada Paper No. 6 (Ottawa: National Museum of Canada, 1973), pp. 353-356.

5. "The Gros Cap Cemetery Site, St. Ignace, Michigan: A Reconsideration of the Greenlees Collection," *Michigan Archaeologist,* vol. 20, no. 1, March 1974, 1-58, with Craig F. Nern.

6. *An Indian History of Michigan* (Lansing: The History Division, Michigan Department of State) (In press).

William Cross--M.A., Comparative and International Education (to be completed), MSU; B.A., Social Science, 1973, MSU.

Lester Gimmel--M.A., Education, 1952, University of Toledo; A.B., History and Education, 1949, University of Toledo; B.A., Instrumental Music, 1941, San Jose State College.

Fernando Gomez--J.D., 1973, University of Michigan Law School; M.A., American Culture, 1974, University of Michigan; B.A., English and Sociology, 1970, University of New Mexico.

Luis Gonzales--Ph.D., Counseling and Guidance (to be completed), MSU; M.S., Counseling and Guidance, 1970, San Diego State College; B.A., Psychology, 1967, University of California - Santa Barbara.

Homer Hawkins--Ph.D., Social Science, 1971, MSU; M.S.W., Social Work, 1969, MSU; B.A., Sociology, 1964, Kent State University.

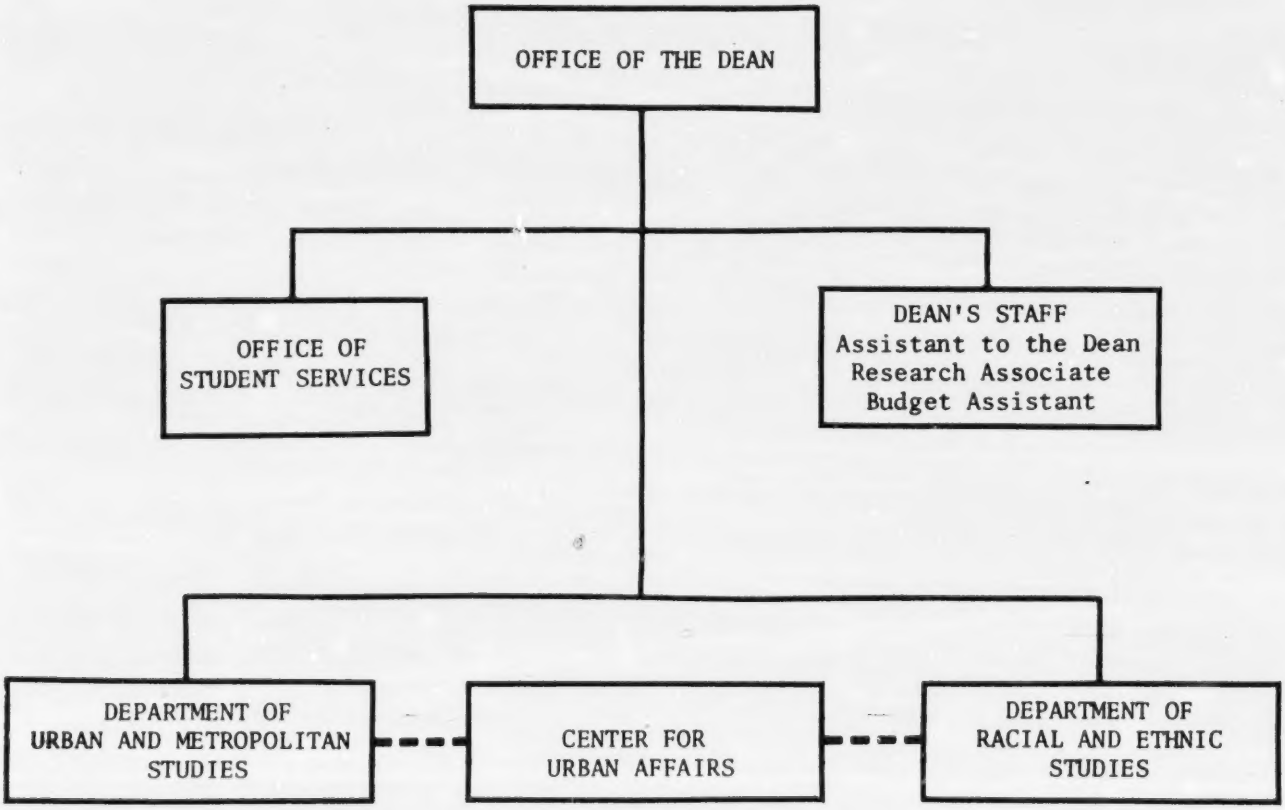
LeRoy R. Johnson--Maitrise-ès-Lettres, African History, 1972, the Sorbonne, Paris; Licence-ès-Lettres, History and Geography, 1969, Université de Caen; Diplôme Supérieur d'Etudes Francaises, 1966, Université de Caen.

Pauline Stone--Ph.D., Political Science (to be completed), MSU; M.A., Political Science, 1971, MSU; B.A., Political Science, 1970, York University.

Arturo T. Rio--Ph.D., Social and Personality Development (to be completed), MSU; M.S., Social-Experimental Psychology, 1972, Texas A & I University; B.A., Sociology, 1970, University of Arkansas.

Richard W. Thomas--M.A., History, 1971, MSU; B.A., History, 1970, MSU.

ORGANIZATIONAL CHART
College of Urban Development



Appendix B

COURSE OFFERINGS

Urban Development

UD 200 Human Perspectives on Urbanization

The changing role of the city in contemporary urban societies. The human problems in urban centers as well as strategies for solving those problems.

UD 201 Historical Roots of Racism

Theories of racism and ethnocentrism, emphasizing a problem-solving approach in applying these theories to pluralism as it relates to Blacks, Spanish-Speaking and Indian Americans.

UD 202 Minorities in American Cities

Changing socio-economic & political conditions of minority groups in American cities associated with urbanization. Special emphasis will be given to Blacks, Spanish-Speaking, and Indian Americans.

UD 498 Pre-Field Experience

Prepares students for the required CUD Field Experience. Students develop field experience proposal including rationale and objectives.

UD 499 Field Experience

The development of field research and analytical skill and the provision of experiential learning via students participating in field work settings and public service projects.

Urban and Metropolitan Studies

UMS 321 Urban Community Self-Development

Selected urban racial, ethnic & religious communities, their problems and the self-development systems employed, past & present, will be studies & strategies for the future developed.

Urban and Metropolitan Studies, cont'd.

UMS 323 Strategies for Change of Urban Systems

Intervention and change strategies applicable to formal and informal organization (e.g., schools, prisons, social service agencies) in an urban problem setting.

UMS 341 Current Organization of Health Services

The socio-political structure, delivery services, planning aspects, and research efforts of the federal, state, and local community health systems.

UMS 345 Pressing Critical Problems & Issues in Urban Health

Urban Health problems and issues in the areas of infectious diseases, nutrition, psycho-social stresses, & genetic diseases. Epidemiological & demographic points of reference will be explored as they relate to the urban population.

UMS 347 Cultural Impact in Health

The impact of culture on various aspects of health will be addressed; i.e. nutrition, group dynamics, social and psychological issues, including patterns of coping.

UMS 349 Social Resources in Management of Health Problems

From the view of modern and folk medicine, this course will address the application of social resources to management of health problems and systems of care associated with those problems.

UMS 361 Education and Urban Social Structure

Conflict between the goals of equality of opportunity & the processes of social allocation in urban metropolitan school systems.

UMS 363 Compensatory Education in Urban America

The assumptions, purposes, problems, and results of compensatory education programs as they affect urban school systems.

UMS 380 Urban Economics

Location theory and urban development. Economic of city size and urban-suburban conflict. Economic aspects of certain community problems like housing, transportation, welfare and poverty. Strategies for urban development.

Urban and Metropolitan Studies, cont'd.

UMS 390 The Economics of Poverty

Theory of the distribution of income and wealth. Concepts and measurement of welfare. Definitions of poverty. Effects of public and private programs on the poor.

UMS 401 The Ghetto

Analysis of the ghetto, including its spatial organization, structure and distribution on non-white and ethnic populations in cities with emphasis on the United States.

UMS 410 Medical Economics

Demand, supply and economic efficiency in the markets for health services. Demand for medical care, organizayion and cc<t, and public policy for health care.

UMS 441 Health and Environmental Quality

Course explores the relationship between health and the urban physical and socio-cultural environment from the perspective of e.g., law, psychology, politics, medicine, and the community.

UMS 461 Educational Segregation, Desegregation, Integration, and Busing

Development and effects of segregation, desegregation, integration, and busing for public school integration on minority and majority groups.

UMS 480 Independent Study

UMS 485 Selected Topics

Contemporary issues and problems in the urban areas. The topics will vary from time to time.

Racial and Ethnic Studies

RES 313 Development of American Indians as an Ethnic Minority

The history of the contact between Euro-Americans and American Indians is examined from the perspective of Native Americans.

Racial and Ethnic Studies, cont'd.

RES 401 The Black Diaspora

Historical and contemporary study of communities of African people throughout the world. Migratory and settlement patterns, institutional life and social problems.

RES 480 Independent Study

RES 485 Selected Topics

Contemporary issues and problems in Racial and Ethnic Studies. The topics will vary from time to time.